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AUTHOR Leaverton, William W.
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ABSTRACT

To explore and analyze the perceptions of students and counselors as to the expected counselor's role, a random sample of fifteen counselors and seventy-five students from each of three Colorado public high schools was selected and the participants were asked to complete a survey instrument which collected three types of data: general information describing counselor and student characteristics; perceptions and role activities encompassed in the counselor's duties; and responses concerning why the perceptions of students and counselors were different. The study determined that students' perceptions were different from counselors' perceptions in eight different areas. The data also revealed that one-third of the students had never been informed of the role and function of the counselor and that the students viewed the counselor as a disciplinarian while the counselor did not view his/her role as such. Other differences revealed that students perceived they were not getting much vocational counseling and counselors perceived that they were; counselors viewed the services provided the students as career planning and students viewed it as making a choice of colleges; and students indicated that the counselor should show more personal interest in the student while counselors had no suggestions to make. The survey instruments are included in the appendix. (Author/BM)

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THE COUNSELOR'S ROLE AS PERCEIVED BY THE STUDENTS AND COUNSELORS

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WILLIAM W. LEAVERTON, PH.D.
DUANE L. BLAKE, PH.D.,
PROJECT DIRECTOR
DEPARTMENT OF VOCATIONAL EDUCATION
COLORADO STATE UNIVERSITY
FORT COLLINS, COLORADO 80523

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ABSTRACT OF THESIS

THE COUNSELOR'S ROLE AS PERCEIVED BY THE STUDENTS AND COUNSELORS

The primary purpose of this study was to explore and analyze the perceptions of students and counselors, as to the expected counselor's role.

The population for this study included all of the counselors and students in the Colorado public high schools. A sample of 15 counselors and 75 students were randomly selected from each of the three classifications of schools--AAA, AA and A.

An in-depth personal interview instrument was developed for the purpose of collecting data which would determine: 1) the perceptions of the students and counselors, and 2) why the perception differences (if any) existed. All of the 45 counselors and 225 students identified were individually interviewed by the investigator.

Three basic types of data were collected: 1) general information describing the characteristics of the counselors and students; 2) perceptions and role activities encompassed in the counselor's duties; and 3) responses concerning why the perceptions of the students and counselors were different.

Seven null hypotheses were postulated, five of which were rejected.

This study determined that students were different from the counselors in their perceptions of the counselor's role and function. The areas in which they differed were: 1) to provide a careers resource center in the school; 2) to deal with discipline problems; 3) to help parents develop realistic perceptions of their children's aptitudes, abilities, interests and attitudes; 4) upon request, contribute pertinent information to faculty members concerning a client; 5) to explain to students and parents the guidance and counseling service of the school; 6) maintain up-to-date educational/occupational files readily available to students; 7) to work as a liaison (go-between) with teachers and parents; 8) to provide students and parents with information regarding referral to other specialists and community agencies; and 9) interpret test results to parents.

The data also revealed that one-third of the students had never been informed of the role and function of the counselor. Data from the counselors supported this finding. The students also viewed the counselor as a disciplinarian while the counselor did not view his/her role and function that way.

The students perceived that they were not getting much vocational counseling and the counselor perceived that they were. The counselors viewed the services provided the students as career planning and the students viewed it as making a choice of colleges. The students indicated that the counselor should show more personal interest in the student; the counselors had no suggestions to make.

It was also concluded that there is a greater difference of perceptions between counselors in the three different classifications of schools than between students in the same classification.

William W. Leaverton
Vocational Education Department
Colorado State University
Fort Collins, Colorado 80523
July, 1976

CHAPTER I

INTRODUCTION

In 1895 George Merrill instituted the first systematic vocational guidance program at the California School of Mechanical Arts in San Francisco. Shortly after this development, according to Bilkin (1), Frank Parsons began to offer guidance services to the poverty-stricken youth of Boston.

The vocational guidance movement had its birth at the Boston Vocational Bureau, which was founded in 1908. Under the direction of Frank Parsons, the bureau brought science to career selection by introducing a system for evaluating and comparing jobs with individual characteristics. Parsons hoped that choosing a vocation in a careful scientific way, with regard to aptitude, abilities, ambitions, resources and limitations, would contribute to success in different occupations (Borow, 2).

The vocational guidance movement is the father of our modern guidance and counseling movement. Traditionally, vocational guidance encompassed only information-giving and directive job counseling; providing the appropriate information that would enable the student to learn about the job market and to develop the knowledge and skills necessary to serve the job of his choice.

With the signing of the National Defense Education Act of 1958, the role of the school counselor became apparent and the need evident.

From what basis does the counselor view his job and responsibilities? To what extent does the counselor understand his relationship with other counselors, teachers, students, parents and administration? How do students perceive the job responsibilities of the counselor in relation to the students, and what additional services should be performed by the counseling staff? To what extent are the assigned responsibilities known to the students? These are but a few of the questions that need investigation.

To know the counselor's responsibilities to his client, peers, administration, and the total school program, is very important to all concerned parties.

To understand the philosophy the counselor works within, and the self-assigned priorities as he/she sees them are of equal importance.

This study should be valuable to all educational departments in four ways:

1. In giving institutional decision-makers a clearer concept of the role and function of the counselor as perceived by counselors and students.

2. In assisting counselors in understanding their role and function as a counselor.

3. In improving the understanding, and thereby improving the relationship, between students and counselors.

4. In providing implications for the pre-service and in-service education of counselors.

The Problem

Previous studies concerning students' perceptions of the counselor's role have generally indicated a very low rating by the students when asked to rate the counselor's help in solving educational, vocational and personal problems. Perhaps this is due to:

1. The lack of understanding by the counselor of the student's perception of the counselor's role or job responsibilities.

2. The lack of understanding by the students of the counselors' perception of the counselor's role and function.

Due to the increased number of classes and the larger student population, the counselor's role becomes more complex. With the development of additional interest, placement, and ability tests, the counselor's job evolved into the categorization of students and the placing of them in programs appropriate to their attitudes and intellectual capabilities (Borow, 2).

This categorization of students has drawn much criticism from students, parents and administrators. Thus, the role of the counselor is viewed as a scheduler, chaplain or a "catch-all."

Need for the Study

In March 1974, the Colorado Advisory Council (27) for Vocational Education presented a position paper on "Counseling and Career Development." The paper set forth recommendations for action related to counseling that would require the cooperation of the State Board for Community Colleges and Occupational Education and the State Board of Education.

The first of these recommendations stated: "The State Board for Community Colleges and Occupational Education and the State Board of Education should survey, evaluate, and develop a plan for improving the guidance and counseling services provided in the public schools of Colorado." Commenting on this recommendation, the advisory council suggested that a comprehensive study should be undertaken to gain information from those involved in (1) the delivery of guidance, counseling, and placement, (2) the recipients of the services, and (3) opinions from those who are in a position to judge the quality of these services. By evaluating the results from such a comprehensive survey, it was hoped that a state plan for guidance and counseling could be developed for implementation in the public schools of Colorado. Joe Daly, Department of Education, Colorado State University, conducted such a study.

This study of the perceptions of the counselor's role should reinforce the findings as reported in the Daly study. It provides indepth

information as to how the counselor's role is viewed by the students and the counselor him/herself, thus identifying the area of the most critical need for improvement.

Purposes and Objectives

The primary purpose of this study was to explore and analyze the perceptions of students and counselors as to the expected counselor's role.

The specific objectives of the study were:

1. To determine if there is a difference in the perceptions between the high school counselors and their counselees as to the expected role of the counselor.

2. To determine if there is a difference between the students of the three sizes of schools as to the expected role of the counselor.

3. To determine if there is a significant difference between the counselors of the three sizes of schools as to the expected role of the counselor.

Basic Assumptions of the Research

The following assumptions were made for this study:

1. Counselor's and student's opinions and experiences acquired by personal interview are valid data for determining the perceptual role of the counselor.

2. All data obtained from the participants are correct.

3. That the counselors are employed full-time.

4. That the list of schools from which the sample was drawn is correct and accurate.

5. That the data received from the participants would not be affected by various conditions occurring while the data are being gathered.

6. That the instruments used in the study were valid and reliable.

7. That the random sample was an accurate representation of the population.

8. That all participants' data would be kept in strict confidence.

9. That all data collected were correct and unbiased.

Delimitations

The population of this study was limited to the senior public high schools of the state of Colorado. Private and parochial schools were excluded.

This study was limited to forty-five high school counselors selected through a random sample of 15 counselors from each of the three classifications of high schools as listed in the Colorado State Athletics Association Handbook.

The study was further limited to five counselees of each of the counselors randomly selected for a total of 225.

CHAPTER II

PROCEDURES FOR THE STUDY

Introduction

The procedures used in this study to attain the stated objectives and to test the null hypotheses were:

1. Establishment of the research control and time schedule.
2. Designing and validating data collection instruments.
3. Developing interview methods and sampling procedures.
4. Administering data collection instrument.
5. Summarizing and compiling data for analysis.
6. Analysis of data.

Establishment of the Research Control and Time Schedule

November-December 1975. With guidance personnel, the researcher reviewed data which would be of the most value in the development of an adequate guidance program in the public schools of Colorado.

November-December 1975. Reviewed literature pertaining to the present guidance programs. Determined the necessity and value of such a research project.

November-December 1975. Reviewed literature pertinent to research data.

January 1976. Developed tentative procedures and research proposal.

January 1976. Mailed participation request letters.

February 1976. Developed and pilot-tested the data collection instruments.

April 1976. Administered data collection instruments.

May 1976. Summarized data and compiled for analysis.

June 1976. Completed statistical analysis and prepared final report.

Designing and Validating Data Collection Instruments

The interview instruments were developed from a list of fifty counselors' duties and responsibilities which were taken from: 1) a Taxonomy of Guidance Objectives (26), 2) Counselor's Handbook, Detroit, Michigan Public Schools (28), and 3) Policy Statement for Secondary School Counselors, American School Counselor Association (27).

These fifty duties and responsibilities statements were submitted to a jury of fifty persons; selected from counselors, administrators, teachers, teacher educators, state department officials, and students; for corrections, additions, and evaluations. The corrections, additions, and evaluations were incorporated to complete the sample instrument. The response check sheets from counselors and students were color coded for convenience and identification. An

additional coding was employed designating the size of the school where the survey was conducted.

This initial instrument was then submitted to nine counselors and twenty-seven of these counselors' counselees, for the purpose of reduction and validation. They were to rate the responsibilities as to their true feelings about the importance of each: 5-extremely important, 4-very important, 3-important, 2-little importance, and 1-unimportant.

Upon completion of this survey, the responses were tabulated to identify thirty of the most critical responsibilities. The counselors' responses were weighted (3 to 1) to assure equal input from the students and counselors. A comparison was conducted at this point to make sure that the final instrument was not skewed by the input from the different sizes of schools.

The statements receiving the most positive responses became the unabridged instrument. The twenty statements were categorized and placed in a logical order for the interview. Upon completion of the instrument, it was re-evaluated by a jury of college students and instructors for final editing and evaluation.

Reasons for Perception Differences

Previous studies indicated a significant difference in perceptions between students and counselors in certain areas. Therefore, an additional set of questions were added to the perception study

instrument. These open-ended questions were designed to ascertain why the differences, as reported, existed (Appendix B).

Original questions were polled from administrators, counselors, instructors and other interested persons. The questions were then edited and incorporated into the original instrument which was validated as described earlier. The questions were phrased so as to be interpreted in like fashion by both students and counselors.

Ten randomly selected responses from students and counselors in the three classifications of schools was drawn for the purpose of creating a criterion list (Table 19) in order to tabulate the responses of the total study population. An uninterested person conducted the evaluation of the responses based upon the criteria.

Developing Interview Methods and Sampling Procedures

The personal interview was identifed as the most in-depth and thorough method of collecting data.

The ratio of three to five hundred students per counselor is followed by most of the public high schools in the state of Colorado. It was evident that it would be impractical to personally survey all 913 counselors listed in the Colorado School Counselors Directory 1974-1975, published by the Colorado State Department of Education. Therefore, a five per cent random sample of the high schools was drawn from the Colorado High School Athletic Association Listing,

making sure to get an equal number, 15 counselors and 75 counselees from each of the three classifications.

As soon as the schools were identified, a letter enlisting the cooperation of the school was sent to the head administrator. The letter described the proposal and the desired assistance (Appendix C). First, if the school had more than one counselor, the participant was randomly selected. Secondly, a random sample of five of each counselor's counselees selected from those available were interviewed.

Enclosed in the letter was a postcard indicating their desire to participate or reject the invitation. If this postcard was not returned in two weeks, a follow-up telephone call was placed. This procedure was followed until one hundred per cent participation was achieved.

Administration of Data Collection Instruments

Each of the 45 schools was visited and an interview was conducted with each counselor. More in-depth information about the study and its purpose was explained.

The instrument was then administered to the selected population. A one hundred per cent return was assured as alternates were randomly selected to replace any non-participating schools, or the absence of a counselor or student.

Analysis of the Data

The research data from the instrument were key punched on computer cards. The frequency and percentage of the responses were tabulated for each entry on the research cards for the counselors and students. The responses for both groups were broken down by level of school, A, AA, or AAA. Analysis of variance was the statistical method that was employed. All analysis was done by the Computer Center, Colorado State University.

The Colorado High School Athletic Association listing of A, AA, and AAA schools is based upon the enrollment. In this listing, high schools are classified as follows: A schools with enrollment of 1 to 500; AA schools with enrollment of 501 to 1000; and AAA schools with enrollment of 1001 and above.

CHAPTER III

FINDINGS AND DISCUSSION

The procedures employed in the collection of these data have been discussed in the preceding chapter. The intent of this chapter is to present the findings and to provide an interpretation of the data analysis.

In order to provide a sequential flow of the information concerning the results of the analysis, this chapter is divided into three sections. The first section deals with the responses made to general student and counselor questions pertaining to the characteristics of each school classification. The second section is concerned with the testing of the seven null hypotheses stated in Chapter I. The final section is a description and interpretation of the responses to the questions concerning why the perceptions of the students were different from the perceptions of the counselors in the different classifications of schools.

School and Counselor Characteristics

The schools and the classifications of the schools involved in the study are indicated in Table 1. By reviewing the information in

Table 1. Participating schools.

	Classification		
	A	AA	AAA
1.	West Grand	Windsor	Highland
2.	Bennett	Paonia	Pomona
3.	Fleming	Centennial--Pueblo	Montezuma
4.	Dolores	University--Greeley	Lakewood
5.	Peetz	Sheridan	Mapleton
6.	Vilas	Clear Creek	Cheyenne Mountain
7.	Revere	Buena Vista	Wheat Ridge
8.	Sangre De Cristo	Holyoke	Westminster
9.	Wiley	Lake County	Niwot
10.	Basalt	Rocky Ford	Grand Junction
11.	Dolores County	Roosevelt--Johnstown	Iver C. Ranum
12.	Idalia	Platte Valley	Fruita-Monument
13.	Deer Trail	Middle Park-Granby	Brighton
14.	Cheraw	Center	Pueblo East
15.	Weldon Valley	Gunnison	Poudre

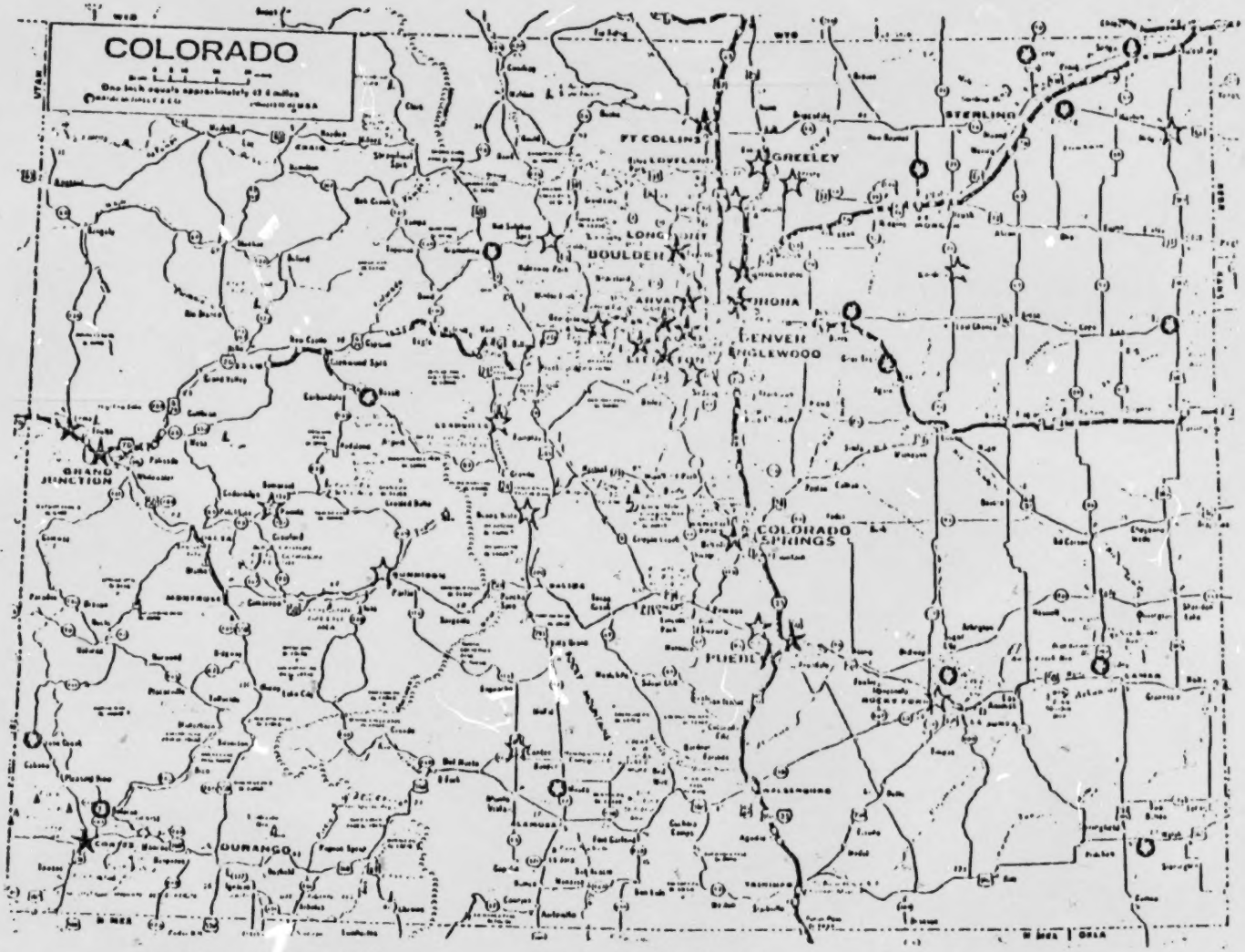
Chart 1 it is obvious that the random sample of schools was geographically representative of the state of Colorado.

The general information concerning the students who participated in the study is contained in Table 2. The average age of the students in the three classifications of schools was 17. The youngest participant was 15 and the oldest was 19 years of age.

The educational attainment level indicated that the average student involved in the study had completed 11.5 years of school. The students' responses to the research questions seemed to reflect a more mature attitude toward counselors.

The courses of study being pursued by the students were divided into three categories: college preparation, general education and vocational education. The number of students indicating that they were enrolled in a college preparation program was 44.66 per cent. It is noteworthy that only 30 per cent of the students in class A schools were enrolled in college preparation programs. This apparent inconsistency may have been due to a number of variables: lack of class offerings, established priorities, and student needs and desires.

General courses of study are designed to meet the needs of those students who have not made a career decision. This permits them to later enter a chosen vocation. Over 43 per cent of the students in the three classifications of schools were enrolled in programs that would allow them to enter either a vocational or a four-year baccalaureate program. The class A schools had the highest per cent in



High School Classification - O = A, ☆ = AA, ✶ = AAA

Table 2. Student age, educational level, course of study, plans after graduation--by school classification.

	Classification			
	A	AA	AAA	Average
Age (average)	17.2	17	17	17
Educational Level (avg.)	11.5	11.6	11.5	11.5
Course of Study:				
College Prep.	30%	52%	52%	44.67%
General	57%	34%	39%	43.33%
Vocational	13%	14%	9%	12 %
Plans After Graduation:				
Four-year College	57%	65.4%	62%	61.47%
Vocational School	29%	24.0%	13%	22 %
Work	14%	8.6%	20%	14.2 %
Service		2.0%	5%	2.33%
	100%	100 %	100%	100.00%

the general course of study (Table 2). This perhaps is due to the lack of class offerings in the smaller schools. Personal observation by the investigator supports this projection.

Vocational education courses attract fewer students than either of the other two courses of study. The information presented in Table 2 shows a higher per cent of the students in the class AA and AAA schools enrolled in college preparation courses. This accounts for fewer students in the vocational education courses. A higher per cent of the students in the class A schools than in the class AAA schools enroll in vocational courses; this appears to be the result of the

the locality in which the school is located. Rural students are more likely attracted to vocational agriculture and home economics than urban students. Another reason for this result is that the class A school offerings are so limited that the students are forced into vocational courses. These are but a few of the factors contributing to this observation.

The students' plans after graduation are divided into four categories: four-year college, vocational school, work and the armed services. The data shown in Table 2 indicate an average of 61.47 per cent of the students plan to attend a four-year college. The students from the smaller class A schools indicated less interest (4.4 per cent less than the average) in pursuing a four-year program.

Most junior and community colleges in Colorado offer both academic and vocational programs. Therefore, the data presented in Table 2 represent those students who wish to follow an academic as well as a vocational program.

With regard to the armed services, many of the counselors in the class AA and AAA schools and none in the A schools, indicated that their schools had been visited by a recruiting officer, which could account for the differences between the class A and the other two classifications.

General information concerning counselors who participated in the study is presented in the following paragraphs.

Table 3. Summary of counselors by sex.

	Classification							
	A		AA		AAA		Total	
	No.	%	No.	%	No.	%	No.	%
Male	8	67	8	67	7	58	24	64
Female	4	33	4	33	5	42	12	46
Total	12	100	12	100	12	100	36	100

The data shown in Table 3 is a summary of those counseling groups classified by sex. Sixty-four per cent of the high school counselors were male. The highest percentage of the female counselors were employed in class AAA schools. This may be produced by the additional teaching and administrative duties assigned to counselors in the class A and AA schools.

The information presented in Table 4 is a summary of the three groups of counselors by age. Sixty-seven per cent of the counselors were between 30 and 50 years of age. The largest group of young counselors were found in the smaller schools. This verifies the popular belief that the smaller schools are training areas for the larger schools. Another implication is that many of the counselors in the class A schools do not hold a counselor's endorsement; therefore, they may not have the three years' experience that was required prior to the 1976 Act which now requires five years' experience, and a master's degree.

Table 4 Counselors by age and school classification.

Age	Classification							
	A		AA		AAA		Total	
	No.	%	No.	%	No.	%	No.	%
20 - 30	5	42	3	25	1	10	9	25.67
31 - 40	4	33	6	50	2	20	12	34.33
41 - 50	3	25	2	13	6	60	11	32.67
51 - 60			1	12	1	10	2	7.33
Total	12	100	12	100	10	100	34	100

A large majority (57 per cent) of the counselors indicated they had from one to three years' counseling experience. Only 34.2 per cent had seven or more years of counseling experience. The information contained in Table 5, in the column headed Average, is the actual average of the years' experience reported. The class AAA school counselors were the most experienced with an average of 9.5 years compared with 3.5 years and 4.5 years' experience in the other two classifications, as shown in Table 5.

Information contained in Table 6 indicates that 57 per cent of the counselors had six or less years of teaching experience.

The earliest endorsement reported by the counselors was issued in 1956, or 20 years ago. Data contained in Table 7 indicate 70 per cent of the counselors reported their endorsements were issued within the last six years. Two of the counselors, or 5 per cent,

Table 5. Number of years of counseling experience by school classification.

School Classification	Years					
	1-3	4-6	7-10	11-15	15-20	Average
A	7	2	2	1		4.5
AA	6	2	2	1		3.6
AAA	1	5	1	2	3	9.5
Total	14	9	5	4	3	
	40%	25.7%	14.2%	11.4%	8.7%	

Table 6. Teaching experience by school classification.

School Classification	Years					
	1-3	4-6	7-10	11-15	15-20	Average
A	4	2	3	0	3	7
AA	3	5	0	1	2	6.7
AAA	2	4	4	0	2	7.25
Total	9	11	7	1	7	
	25.7%	31.4%	20%	2.9%	20%	

Table 7. Year of counselor endorsement of school classification.

Year	Classification A	AA	AAA	No.	%
74 - 75	3	4	2	9	50.00
72 - 73	3	4	0	7	23.33
70 - 71	2	1	2	5	16.67
65 - 69	1	1	2	4	13.33
60 - 64	0	0	3	3	10.00
55 - 59	0	1	1	2	6.67
Totals	9	11	10	30	100.00
Not Endorsed	3	1	1	1	14.28

indicated that their endorsements were provisional. The counselors who are not endorsed comprise 14.28 per cent of the total counseling force.

A comparison of the three counselor groups as to their undergraduate major (Table 8) shows that 26 per cent majored in math and science. The next highest per cent was in history and social studies. The class AAA group did not indicate any major in vocational education or industrial science.

Comparing the data contained in Table 8 with that of Table 9 reinforces the findings that most counselors come from the arts and sciences as well as history and social science areas.

Table 8. Baccalaureate major for counselors by school classification.

Classification	Elementary Ed.	Psychology	Physical Ed.	Math & Science	History & Social Studies	English & Literature	Industrial Arts & Vocational
A		1	1	2	3	1	4
AA		2	0	6	1	1	1
AAA	2	2	3	1	3	1	0
Percentages	5.7	14.2	11.4	26	20	8.5	14.2

Table 9. Baccalaureate minor for counselors by school classification.

Classification	Elementary Ed.	Psychology	Physical Ed.	Math & Science	History & Social Studies	English & Literature	Industrial Arts & Vocational
A		1	1	3	3	0	4
AA	3	1	1	2	4	0	0
AAA	1	1	0	2	3	2	3
Percentages	11.4	8.5	5.7	20	28.7	5.7	20

Table 10 contains information of where the counselor received his/her counselor training. More than one-fourth of the counselors received their training outside of the state of Colorado. Of those who received their training within the state of Colorado, 28.57 per cent received their training from the University of Northern Colorado. There seems to be a trend for graduates from Denver University and the University of Colorado to be employed in the class AAA schools.

Analysis of the Data and the Testing of the Seven Hypotheses

The analysis of variance was selected as the statistical procedure to be used in analyzing the responses of the students and counselors. The test was selected because of the nature of the data collected; the analysis of variance is a highly discriminate procedure.

A one-way analysis of variance of the responses to the statements contained in the survey instruments was conducted for the five independent variables, school classification (A, AA, and AAA), and students and counselors. This analysis facilitated the testing of the null hypotheses of the study.

For the purpose of this analysis, the .01 and .05 levels of significance were used. This means that when the .05 level of significance is used, it would determine if the differences found between two groups of responses would occur by chance only five or fewer times in one hundred similar samples. In other words, anyone

Table 10. Counselor training institution and school classification.

Institution	Classification							
	A		AA		AAA		Total	
	No.	%	No.	%	No.	%	No.	%
Colorado Institutions								
Denver University	0	0	0	0	3	26	3	8.57
University of Colorado	1	8	0	0	2	16	3	8.57
University of Northern Colorado	4	34	4	36	2	16	10	28.57
Colorado State University	2	16	1	9	0	0	3	8.57
Western State College	1	8	1	9	0	0	2	5.71
Adams State College	1	8	3	28	1	8	5	14.29
Out of State Institutions	3	26	2	18	4	34	9	25.72
Totals	12	100	11	100	12	100	35	100.00

conducting a similar survey could be confident that the responses would be the same 95 per cent of the time.

The data in Table 11 include the F value, level of significance and group means. By analyzing the means of each of the groups in Table 11, a comparison of the direction of one group's response with another in reference to agreement or disagreement with the statements of the research instrument. Figures 1 through 7 represent a graphic illustration of these data.

Students and Counselors

Hypothesis 1: There is no significant difference between the students' perceptions of the expected counselor's role and the counselor's perception of the expected role of the counselor, in the public schools of Colorado. The analysis of variance for the comparison of the total student sample with the total counselor sample is presented in Figure 1.

The F value was determined to be 4.561 significant at the .05 level. A ninety-five per cent confidence interval was constructed around the mean in Figure 1 for both the counselors and students. A comparison was made of the responses of the counselors and students and it was found that there was a very small overlapping (.034) of the counselors' lower confidence level 3.7035 and the students' upper confidence level 3.7412.

Table 11. One-way analysis of variance test of differences between the seven groups by school classification.

Group	Mean	Group	Mean	F Value	Significance
Students	3.859	Counselors	3.654	4.560	.034*
Students AA	3.916	Students AAA	3.654	5.067	.026*
Students A	3.887	Students AAA	3.654	4.344	.039*
Students A	3.769	Students AA	3.654	1.021	.314
Counselors AA	3.859	Counselors AAA	3.714	2.020	.158
Counselors A	3.859	Counselors AAA	3.646	4.422	.037*
Counselors A	3.859	Counselors AA	3.603	6.944	.009**

* Significant at the .05 level

** Significant at the .01 level

Table 20. Perception differences of counselors and students..

Student Questions and Criteria	Students A	Students AA	Students AAA	Students $\bar{X}$	Counselors A	Counselors AA	Counselors AAA	Counselors $\bar{X}$	Counselor Questions and Criteria
	%	%	%		%	%	%		
1. Has your counselor explained to you what services you can expect and get from him/her?									1. Have you explained to your students what services they may expect and get from you?
Yes	63	61	65	63	80	67	90	79	Yes
No	37	39	35	37	20	33	10	21	No
2. If your answer is yes how was it done?									2. If your answer is yes how was it accomplished?
1. individual conferences	41	70	56	56	36	40	8	28	1. individual conferences
2. group conferences	41	10	20	24	14	20	50	28	2. group conferences
3. assemblies	11	15	17	14	14	20	25	20	3. assemblies
4. class on orientation	7	5	7	6	36	20	17	24	4. class on orientation
3. If your answer is no how could it be done?									3. If your answer is no how could it be accomplished?
1. individual conferences	12	27	20	20					1. individual conferences
2. group conferences	29	7	27	21					2 group conferences
3. assemblies	23	33	27	28					3. assemblies
4. bulletin board	12			4					4. bulletin board
5. public address announcements	6	13		6	Insufficient Data				5. public address announcements
6. handouts (handbooks)	6	20	26	17					6. handouts (handbooks)
7. class on orientation	12			4					7. class on orientation
4. What service or function that your counselor does, do you believe to be the strongest?									4. What service or function do you see as your strongest?
1. scheduling for graduation	10	18.7	25.5	18			12.5	4	1. scheduling for graduation
2. college and vocational guidance	40	21.8	29.8	30	42.8	20	25	29	2. college and vocational guidance
3. vocational guidance	7.5	12.5	4.2	7	7.2	20	12.5	14	3. vocational guidance
4. information on school rules	7.5	6.3	8.5	7					4. information on school rules
5. personal counseling	22.5	34.3	25.5	10	50	60	37.5	49	5. personal counseling
6. administered discipline	7.5	3.2	2.3	4					6. administered discipline
7. job placement	5	3.2	4.2	4			12.5	4	7. job placement

Table 20, Continued

Student Questions and Criteria	Students A	AA	AAA	$\bar{X}$	Counselors A	AA	AAA	$\bar{X}$	Counselor Questions and Criteria
	%	%	%		%	%	%		
5. Explain why you answered 4 as you did.									5. Explain why you answered 4 as you did.
1. not enough time	2.5	11.2	6.9	7		16.6	25	14	1. not enough time
2. college and vocational guidance	32.5	3.7	27.9	21	27.2	16.6		15	2. college and vocational guidance
3. friend to students	17.5	29.6	18.6	22					3. friend to students
4. personal counseling	12.5	22.2	16.4	17	36.4	16.6	37.5	30	4. personal counseling
5. omitted									5. omitted
6. academic counseling	22.5	14.8	23.3	20	36.4	16.6	37.5	30	6. academic counseling
7. vocational counseling	5	18.5	6.9	10					7. vocational counseling
8. other duties	7.5			3		33.6	11		8. other duties
6. What could the counselor do to be of more help to you?									6. What could you do to be more help to the students?
1. personal guidance (career)	33.3	34.6	21.8	30	13.3	25	12.5	18	1. personal guidance (career)
2. personal counseling	3.7		12.5	5	6.6			2	2. personal counseling
3. personal contact and trust	14.8	26.9	31.3	24	6.6	2		10	3. personal contact and trust
4. better prepared	14.8	7.7	12.5	12	6.6	12.5	12.5	10	4. better prepared
5. more and better materials	7.4	7.7	6.3	7	6.6		12.5	6	5. more and better materials
6. job placement	7.4	3.8		4	6.6			2	6. job placement
7. more time	18.6	19.3		13	53.7	25	25	35	7. more time
8. current information			15.6	5		12.5	37.5	17	8. current information
7. How could this be done? (brochure, student handbook, etc.)									7. How could this be accomplished? (brochures, student's handbook, group counseling, etc.)
1. individual conferences	26.9	20	41.6	30	8.3	16.6		9	1. individual conferences
2. group conferences	11.5	20	8.4	13	33.3	16.6	33.3	30	2. group conferences
3. administrative cooperation	15.4			5	8.3	16.6		9	3. administrative cooperation
4. more time		10	20.8	10	25	33.6	55.5	39	4. more time
5. public address announcements									5. public address announcements
6. handouts (handbooks)	42.4	50	29.2	40	8.3		11.2	7	6. handouts (handbooks)
7. class on orientation	3.8			2	16.8	16.6		5	7. class on orientation
8. Have you had difficulty in arranging conferences with your counselor?									8. Do the students have difficulty in arranging conferences with you?
Yes	14.8	35.9	25.5	25	33.4	12.5	20	23	Yes
No	85.2	64.1	74.5	75	66.6	87.5	80	77	No

Table 20, Continued

Student Questions and Criteria	Students A	Students AA	Students AAA	Students $\bar{X}$	Counselors A	Counselors AA	Counselors AAA	Counselors $\bar{X}$	Counselor Questions and Criteria
	%	%	%		%	%	%		
9. If your answer is yes what do you see as the cause?									9. If your answer is yes what do you see as the cause?
1. not in office	20	16.7	23	20		16.6	20	12	1. not in office
2. too busy	70	41.6	42.3	50	25	50	20	32	2. too busy
3. not keeping appointment	10	16.7	7.7	10	75	33.4	20	42	3. not keeping appointment
4. no time scheduled		35	27	20			40	14	4. not time scheduled
10. If your answer is no, how do you arrange for the conference?									10. If your answer is no how do you arrange these conferences?
1. student initiated conference appointment	56	52.3	47	52	27.2	40	57	41	1. student initiated conference appointment
2. counselor initiated conference appointment		14.4	8.8	8	9	20		10	2. counselor initiated conference appointment
3. walk in	29.2	33.3	32.6	32	18.3	40	43	34	3. walk in
4. class time release	4.8	30.3	5.8	13	45.5			15	4. class time release
5. free periods	10		5.8	5					5. free periods
11. Name five primary responsibilities of the counselor as you see them.									11. Name five primary responsibilities or functions assigned to you.
1. scheduling	48.7	80.6	79.5	70	42.8	57.0	62.5	54	1. scheduling
2. personal counseling	74.3	93.5	92.3	86	92.9	71.4	87.5	83	2. personal counseling
3. parent information	5.3	6.5	7.7	7	14.2	28.6	25	23	3. parent information
4. graduation responsibilities	12.8	29	51.4	30	35.7	14.3	12.5	20	4. graduation responsibilities
5. career counseling	53.8	29	48.7	74	57.2	42.9	50	50	5. career counseling
6. college preparation	51.3	32.2	48.7	44	7.2	14.3	50	23	6. college preparation
7. career information	24.6	19.4	10.4	18	21.4	28.6	25	25	7. career information
8. parent, student counseling	23	9.7	17.9	16	7.2			3	8. parent, student counseling
9. financial aid	35.8	38.7	33.3	35	21.4	28.6	12.5	21	9. financial aid
10. student, teacher counseling	38.5	25.8	35.9	33	35.7	28.6		21	10. student, teacher counseling
11. attendance officer	5.4	9.7	5.1	7			62.5	21	11. attendance officer
12. college entrance information	30.7	25.8	15.4	23	21.4	14.2		11	12. college entrance information
13. recordkeeping	12.8	9.7	12.8	12	21.4	42.9	25	30	13. recordkeeping
14. discipline	12.8	16.1	12.8	13					14. discipline
15. give tests (I.Q., aptitude, etc.)	21	32.3	12.8	22	78.6	71.4	25	58	15. give tests (I.Q., aptitude, etc.)
16. interpret test, etc.	3.6	12.9	5.1	7	14.3	42.9	12.5	23	16. interpret test, etc.
17. work with problem students (special need students)	20.5	9.7	5.1	12	21.4		12.5	4	17. work with problem students (special need students)
18. job placement	15.4	9.7	5.1	10			25	8	18. job placement
19. curriculum modification	7.7	9.7		5	7.2	14.3	12.5	11	19. curriculum modification

Table 20, Continued

Student Questions and Criteria	Students A	Students AA	Students AAA	Students X	Counselors A	Counselors AA	Counselors AAA	Counselors X	Counselor Questions and Criteria
	%	%	%		%	%	%		
12. What would you suggest the school or counselor do to make the counseling service more valuable to you?									12. What would you say that the school or you could do to make the counseling service more valuable to the students?
1. counselor availability	34.8	20.8	17.1	25	10			3	1. counselor availability
2. counselor involved with student activities	11.5	4.2	17.1	10			28.5	10	2. counselor involved with student activities
3. show the student personal interest	11.5	20.8	14.3	15					3. show the student personal interest
4. orientation class or period	3.8		2.8	3					4. orientation class or period
5. more time for counselors	19.2	33.3	20	25	20	83.4	28.5	44	5. more time for counselors
6. counsel with each student at least once a year		4.2							6. counsel with each student at least once a year
7. know more about colleges	7.7	12.5	5.9	8					7. know more about colleges
8. know more about careers	7.7	4.2	11.4	8	10			3	8. know more about careers
9. have more group counseling sessions	3.8		11.4	6	60	16.6	43	40	9. have more group counseling sessions
13. What do you think that you could do to better use the available counseling service?									13. What do you think the student could do to better utilize the available services?
1. go to counselor with problems	10.4	11.2	25	16			16.7	6	1. go to counselor with problems
2. more visits	31	44.4	37.5	38	25	71.4	33.3	43	2. more visits
3. don't waste counselor's time (others need them)			6.3	2					3. don't waste counselor's time (others need them)
4. use them only when necessary	6.8		15.6	7					4. use them only when necessary
5. ask for help and information	51.8	44.4	15.6	37	75	28.6	50	51	5. ask for help and information
14. Do you see a responsibility or job that the counselor is performing as one that should be done by some other person?									14. Do you see a function or job that you are doing as one that should be done by some other person?
Yes	14.8	18.5	15.3	17	50	60	42.8	51	Yes
No	85.2	81.5	84.7	83	50	40	57.2	49	No
15. If your answer is yes, please explain, and recommend who should do it.									15. If your answer is yes, please explain and and recommend who should do it.
1. scheduling		37.5	12.5	17	16.6	14.3	16.7	16	1. scheduling
2. discipline	57.2		37.5	32		14.3	50	21	2. discipline
3. administrative work	28.5	25	12.5	22	50	14.3	50	38	3. administrative work
4. records	14.3	37.5	37.5	29	33.4	57.1	16.6	35	4. records

Table 20, Continued

Student Questions and Criteria	Students A	Students AA	Students AAA	Students X	Counselors A	Counselors AA	Counselors AAA	Counselors X	Counselor Questions and Criteria
	%	%	%		%	%	%		
16. What guidance service or responsibility not being used in your school would you like to see developed?									16. What guidance service or function not being used in your school would you like to see developed?
1. job placement and development	10.7	3.9	12.5	9	14.3	18.3	7.2	16	1. job placement and development
2. more business and occupational information	7	11.5	5	8	7.2	9	14.3	10	2. more business and occupational information
3. more time for counselor		15.4	2.5	6			7.3		3. more time for counselor
4. counselor more involved with students (organizations, etc.)	16.8	7.7	12.5	11	7.2			3	4. counselor more involved with students (organizations, etc.)
5. be more personal	21.4	11.5	2.5	10					5. be more personal
6. student orientation program	10.7	7.7	5	9	21.4	18.3	14.3	18	6. student orientation program
7. become involved in certain discipline problems	10.8	3.9	2.5	6					7. become involved in certain discipline problems
8. more on career planning and guidance	17.8	7.7	10	12	35.7	45.4	42.6	41	8. more on career planning and guidance
9. reach out to students	10.8		7.5	6					9. reach out to students
10. none		30.7	40	22	14.2	9	14.3	12	10. none
17. What guidance service or responsibility being provided do you think should be eliminated?									17. What guidance service or function now being provided do you think should be eliminated
1. stress on college after high school	11.1			4	42.8		25	23	1. stress on college after high school
2. hall passes and etc.		13.4	14.5	10		10	37.5	16	2. hall passes and etc.
3. excuses for between class tardies	22.2	6.6		9	14.3	10	12.5	12	3. excuses for between class tardies
4. less dictatorial	44.5	6.6	85.5	45	14.3			5	4. less dictatorial
5. none	22.2	73.4		32	28.6	80	25	44	5. none
18. What counseling service has helped you most? Explain it and why you asked or received this help and/or information.									18. What counseling service do you feel has been the most helpful to the student?
1. personal problems	15	18.2	6.4	13	27.3	42.9	25	31	1. personal problems
2. scheduling information and guidance	10	21.2	29.8	20	9	14.3		10	2. scheduling information and guidance
3. graduation requirements		3	10.6	5					3. graduation requirements
4. job placement			8.5	3			12.5	5	4. job placement
5. military information	2.5			1					5. military information
6. a friend who cares	2.5	12.1		5					6. a friend who cares
7. financial aid	2.5		6.4	3	18.1			6	7. financial aid
8. career planning	12.5	3	10.6	12	45.5	28.5	50	42	8. career planning
9. college choice	37.5	30.4	17.1	28					9. college choice
10. none	17.5	12.1	10.6	15		14.3		6	10. none

Table 20, Continued

Student Questions and Criteria	Students A	AA	AAA	$\bar{X}$	Counselors A	AA	AAA	$\bar{X}$	Counselor Questions and Criteria
	%	%	%		%	%	%		
19. What vocational career information have you received from your counseling service?									19. What vocational career information have you provided for your counselees?
1. very little or none	45.7	62.5	10	39	14.3	14.3	25	18	1. very little or none
2. trade school							12.5		2. trade school
3. hand out pamphlets	17.4	6.3	30	18	14.3	14.3		12	3. hand out pamphlets
4. very much about area	17.4	12.4	40	23	42.9	42.9	62.5	49	4. very much about area
5. catalogs on trade schools	2.2	3.1		2					5. catalogs on trade schools
6. a outside vocational counselor visited	10.8	6.3	20	12	28.5	28.5		21	6. an outside vocational counselor visited
7. business and occupational consultant	4.3	6.3		4					7. business and occupational consultant
8. military	2.2	3.1		2					8. military
20. Have your parents encouraged you to see your counselor?									
Yes	53.2	51.2	50	51					
No	46.8	48.8	50	49					
21. Does your counselor work or function as a job placement director?									
Yes	23.4	18.9	39.5	27	62.5	57.1	70	63	
No	76.6	81.1	60.5	73	37.5	42.9	30	37	
22. If your answer is yes how are you informed about available jobs?									22. What job development or placement functions do you perform?
1. bulletin board	10		55	22			37.5	13	1. bulletin board
2. announcements		50	15	22	33	20	12.5	22	2. announcements
3. personal announcements	60	30	30	40	33	80	50	54	3. personal announcements
4. omitted									4. omitted
5. handouts	30	20		16	34			11	5. handouts
23. Does the counselor maintain contact with the employer?									23. What placement follow-up practices do you employ?
Yes	15	14	33	21	60	71	80	70	Yes
No	85	86	77	79	40	29	20	30	No

College and vocational guidance received the highest, (thirty per cent), of the responses of both students and counselors. Personal counseling ranked high for both the counselors and students as the strongest function provided by the counselor. These two services received fifty-five per cent of the responses. The students in the class AAA schools reported, twenty-five per cent, scheduling as the counselors strongest function.

In question six, the students and counselors showed little agreement. The students desire personal contact for both guidance and personal counseling. The counselors strongly indicated that more time would allow them to give greater help to the students. The students recommend handbooks, other handouts and group conferences, while the counselor indicated that more time would allow him/her to be more help to the students.

Question eight received an equal response from both the students and counselor. Seventy-five per cent of the responses indicated no difficulty in making appointments. The students in class A schools, where the counselors, for the most part, are part-time, indicated the least difficulty in making appointments. The causes for the difficulty as reported by the students is the counselors are too busy or not in the office. The counselors responses were, they are too busy or, the students did not keep appointments. For those that answered no to question eight, the students initiated a very high per cent of the

conferences by appointments or by just walking into the counselor office. The counselors initiated the conference less than ten per cent of the time.

The five primary responsibilities of the counselor as indicated by the students were:

1. Scheduling--70 per cent
2. Personal counseling--86 per cent
3. Career counseling--74 per cent
4. College preparation--44 per cent
5. Financial aid--35 per cent

The five primary responsibilities assigned to the counselors as indicated by the counselors were:

1. Scheduling--54 per cent
2. Personal counseling--83 per cent
3. Career counseling--50 per cent
4. Recordkeeping--30 per cent
5. Give I. Q. and aptitude tests--58 per cent

The above responses listed for the students and counselor are comparable in many instances. Further analysis of the information contained in Table 20 gives other indications. For example, if the scores for college entrance and college preparation were combined, sixty-seven per cent of the students as compared to thirty-four per cent of the counselors would indicate a large difference.

Question number twelve received a varied response from the students, whereas, the counselors indicated two main responses: first, more time for counselors; and second, have more group counseling sessions. The students and counselors showed a large amount of agreement on these two items.

The question, what could the student do to better use the available counseling services, received considerable agreement in two categories: 1) more counseling sessions and 2) the student should ask for help and information.

Data contained in Table 20, question 14, indicate a great discrepancy between students and counselors in regard to that position of job that the counselor is performing, that should be done by some other person. Eighty-three per cent of the students responded no, where less than half of the counselors gave a like response For those that responded yes, both the counselors and students indicated that administrative and clerical work were the two areas where the counselors should not be involved.

The guidance service or function not being used in the schools that the students would like to see developed was the counselor becoming more involved with student organizations and with students. The counselors responded to this question as needing more on career guidance and career planning.

The area the students felt he/she had received the most help was in scheduling and college choice. The counselor reported that personal counseling and career planning provided the most help for the students. Job placement was viewed by the students and counselors of the class AAA schools, as one of the most helpful activities.

Question nineteen was, what vocational information has been provided? Thirty-nine per cent of the students replied, very little or none, and twenty-three per cent indicated very much in all areas. This is indicative of clear yes and no statements.

The counselors reported, forty-nine per cent of them did provide vocational career counseling.

Only fifty per cent of the students indicated that their parents encouraged them to see their counselor.

More students see the counselors functioning as a job placement person than do the counselors. The placement function was accomplished in most cases by personal announcements. The students and counselors agreed that follow-up or employer contact was not maintained.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The primary purpose of this study was to explore and analyze the perceptions of students and counselors in the public schools of Colorado, as to the expected counselor's role. More specific concerns were:

1. To determine if there is a difference in the perceptions between the high school counselors and their counselees as to the expected role of the counselor.

2. To determine if there is a difference between the students of the three sizes of schools as to the expected role of the counselor.

3. To determine if there is a significant difference between the counselors of the three sizes of schools as to the expected role of the counselor.

4. To identify reasons for the perception differences.

The population for this study included all counselors and students in public high schools in the State of Colorado. A sample of 15 counselors and 75 students were randomly selected from each of the three classifications of schools--AAA, AA and A. This was done by taking a random sample of 15 from each of the three groups of schools

classified by size. Upon arrival at the school, a random sample of five of the counselor's students were identified. The instrument was then administered to this group of six at each identified school.

An in-depth interview procedure instrument was developed for the purpose of collecting data which would reflect the perceptions of the students and counselors and why the perception differences (if any) existed. All of the 45 counselors and 225 students identified, were individually interviewed by this investigator.

Three basic types of data were collected: 1) general information describing the characteristics of the counselors and students; 2) perceptions of the job functions and role activities encompassed in the counselor's duties; and 3) responses concerning why the perceptions of students and counselors were different.

The responses included in the data collection instruments were coded and placed on computer cards for statistical analysis. The statistical procedure employed was the analysis of variance and ninety-five per cent confidence interval. The scores were used to test the significance of the mean score among the counselors and students in the three classifications of schools. The .05 and .01 levels of significance were used to test the statistical significance differences of the hypotheses.

The seven hypotheses that were postulated and a summary of the findings are listed below:

Hypothesis 1: There is no significant difference between the students' perceptions of the expected counselor's role and the counselor's perception of the expected role of the counselor, in the public schools of Colorado.

An analysis of variance test revealed an F value of 4.561, significant at the .05 level. The null hypothesis was rejected.

Hypothesis 2: There is no significant difference between the expected counselor's role as perceived by students in class AAA schools and the expected counselor's role as perceived by students in class AA schools.

An analysis of variance test revealed an F value of 5.067, significant at the .05 level. The null hypothesis was rejected.

Hypothesis 3: There is no significant difference between the expected counselor's role as perceived by students in class AAA schools and the expected counselor's role as perceived by students in class A schools.

An analysis of variance test revealed an F value of 4.344, significant at the .05 level. The null hypothesis was rejected.

Hypothesis 4: There is no significant difference between the expected counselor's role as perceived by students in class AA schools and the expected counselor's role as perceived by students in class A schools.

An analysis of variance revealed an F value of 1.021, not significant at the .05 level. The null hypothesis was not rejected.

Hypothesis 5: There is no significant difference between the counselors of class AAA schools and those of the class AA schools as to their perceptions of the expected role of the counselor.

An analysis of variance test revealed an F value of 2.020, not significant at the .05 level. The null hypothesis was not rejected.

Hypothesis 6: There is no significant difference between the counselors of class AAA schools and those of the class A schools as to their perceptions of the expected role of the counselor.

An analysis of variance test revealed an F value of 4.422, significant at the .05 level. The null hypothesis was rejected.

Hypothesis 7: There is no significant difference between the counselors of class AA schools and those of the class A schools as to their perceptions of the expected role of the counselor.

An analysis of variance test revealed an F value of 6.994, significant at the .01 level. The hypothesis was rejected.

Conclusions

The conclusions of this study are based upon the findings obtained in the analysis of the data.

The data revealed that the students differed from the counselors in their perceptions of the counselor's role and function. The areas in which they differed were: 1) to provide a career resource center in the school, 2) to deal with discipline problems, 3) to help parents develop realistic perceptions of their childrens' aptitudes, abilities,

interests, and attitudes, 4) upon request contribute pertinent information to faculty members concerning a client, 5) to explain to students and parents the guidance and counseling service of the school, 6) maintain up-to-date educational/occupational files readily available to students, 7) to work as a liaison (go between) with teachers and parents, 8) to provide students and parents with information regarding referral to other specialists and community agencies, and 9) to interpret test results and other information to parents.

This leads one to conclude that a concentrated effort should be made to minimize these differences.

The data also revealed that one-third of the students had never been informed of the role and function of the counselor. Data from the counselors supported this finding. The students also viewed the counselor as a disciplinarian while the counselor did not view his/her role and function that way. This leads one to conclude that a portion of the personal counseling was perceived by the student as a disciplinary action.

The students perceived that they were not getting much vocational counseling and the counselors perceived that they were. The counselors viewed the service provided the students as career planning and the students viewed it as making a choice of colleges.

The students indicated that the counselors need to be less dictatorial and the counselor did not view him/her self as being dictatorial.

Another major difference in role and function perception was that the students thought that the counselors should show more personal interest in the student, whereas, the counselors had no suggestions to make. The students indicated that the counselor should become more involved with students and the counselors did not respond.

It was also concluded that there is a greater difference of perceptions between counselors in the three different classifications of schools than between students in the same classifications. The investigator observed that the students' responses were consistent with the counseling services being provided for them. Likewise, there is more agreement between students in class A and class AA than between either A and AAA or AA and AAA. The class AAA student group means were consistently lower when compared to the other two classification groups. In other words, the AAA students rated the counselor's role and function as less important than did the AA and A students.

Recommendations

The following recommendations are given in view of the findings of this study.

1. Further study of the counselor perceptions and counselor endorsement procedures and requirements.

2. Further study to identify the basic counselor competencies as perceived by the students.

3. A study of emerging counselor models for counselor job descriptions.

4. All counselor education training programs should include the following courses: 1) Principles and Foundation of Vocational Education; 2) Philosophy of Vocational Education; and 3) Administration and Interpretation of the General Aptitude Test Battery for Career Counseling.

5. Long-range plans for inservice training for counselors to help them implement research findings and to help broaden their scope in regard to career counseling.

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APPENDIX A

STUDENT DATA SHEET

Name _____

1. Age _____ 2. Sex- Male _____ Female _____

3. Grade _____

4. Course of Study: College Prep _____
   General _____ Vocational _____

5. Plans after graduation _____

   _____

6. Ethnic Origin

   1. Black (___)
   2. Spanish American (___)
   3. Asian American (___)
   4. American Indian (___)
   5. Anglo (___)

The following is a list of activities for which the high school counselor might be responsible. Each statement expresses a different job function or responsibility.

Please circle the response which most nearly reflects your true feelings about the importance of the statement.

5--Extremely Important
4--Very Important
3--Important
2--Little Importance
1--Unimportant

The counselor should

	Extremely Important				Unimportant
1. deal with discipline problems.	5	4	3	2	1
2. conduct follow-up studies of graduates and drop-outs.	5	4	3	2	1
3. assist students in developing an awareness of their own feelings, ideas, values, and needs	5	4	3	2	1
4. help students resolve personal, academic and vocational problems.	5	4	3	2	1
5. provide students with current information about colleges, universities and vocational technical programs.	5	4	3	2	1
6. register students for their courses.	5	4	3	2	1
7. help students obtain scholarships and various financial aids.	5	4	3	2	1
8. help administrators and teachers to provide appropriate classroom placement for students with special abilities or disabilities.	5	4	3	2	1

9.	provide students and parents with information regarding referral to other specialists and community agencies.	5	4	3	2	1
10.	provide students with current information about jobs, occupations, and exploratory work experience.	5	4	3	2	1
11.	interpret test results and other information to students.	5	4	3	2	1
12.	maintain cumulative information folders on students.	5	4	3	2	1
13.	administer interest and/or aptitude tests to students.	5	4	3	2	1
14.	help identify students with special abilities or needs.	5	4	3	2	1
15.	identify vocational trends and opportunities.	5	4	3	2	1
16.	assist students with long range educational planning.	5	4	3	2	1
17.	assist students in relating their interest, aptitude and abilities to educational opportunities.	5	4	3	2	1
18.	provide students with information concerning current school courses.	5	4	3	2	1
19.	assist students with long range occupational planning.	5	4	3	2	1
20.	assist students in relating their interests, aptitude and abilities to occupational opportunities.	5	4	3	2	1
21.	maintain up-to-date educational/ occupational files readily available to students.	5	4	3	2	1
22.	provide opportunities for students to talk with educational, industrial and business representatives.	5	4	3	2	1
23.	provide a career resource center in your school.	5	4	3	2	1

24.	help parents develop realistic perceptions of their children's aptitudes, abilities, interests, and attitudes.	5	4	3	2	1
25.	upon request contribute pertinent information to faculty members concerning a client.	5	4	3	2	1
26.	work as a liaison (go-between) with teachers and parents.	5	4	3	2	1
27.	provide parents with information about current school courses.	5	4	3	2	1
28.	explain to students and parents the guidance and counseling service of the school.	5	4	3	2	1
29.	interpret test results and other information to parents.	5	4	3	2	1

If you feel some items have been left out, please indicate the item below.

_____

_____

_____

Follow-up questions for the student.

1. Has your counselor explained to you what services you can expect and get from him/her? Yes?_____ No?_____

   a. If your answer is yes how was it done?_____

   _____

   _____

   b. If your answer is no how could it be done?_____

   _____

   _____

2. What service or function that your counselor does, do you believe to be the strongest?_____

   _____

   _____

3. Explain why you answered #2 as you did._____

   _____

   _____

4. What could the counselor do to be of more help to you?_____

   _____

   _____

5. How could this be done? (brochure, student handbook, etc.)

   _____

   _____

6. Have you had difficulty in arranging conferences with your counselor? Yes?_____ No?_____

   a. If your answer is yes, what do you see as the cause?_____

   _____

   _____

   b. If your answer is no, how do you arrange for the conference?

   _____

   _____

7. Name five primary responsibilities of the counselor as you see them: _____

_____

_____

8. What would you suggest the school or counselor do to make the counseling service more valuable to you? _____

_____

_____

9. What do you think that you could do to better use the available counseling service? _____

_____

_____

10. Do you see a responsibility or job that the counselor is performing as one that should be done by some other person? Yes? _____ No? _____ Function _____
If your answer is yes, please explain, and recommend who should do it. _____

_____

11. What guidance service or responsibility not being used in your school would you like to see developed? _____

_____

_____

12. What guidance service or responsibility being provided do you think should be eliminated? _____

_____

_____

13. What counseling service has helped you most? Explain it and why you asked or received this help and/or information? _____

_____

_____

14. What Vocational Career information have you received from your counseling service? _____

_____

15. Have your parents encouraged you to see your counselor?
Yes_____ No_____

16. Does your counselor work or function as a job placement director? Yes_____ No_____ If your answer is yes how are you informed about available jobs? _____

17. Does the counselor maintain contact with the employer?
Yes_____ No_____

APPENDIX B

COUNSELOR DATA SHEET

Name _____

1. Date of Birth _____ 2. Sex- Male _____ Female ____
3. The number of years as a designated counselor- _____ years.
4. The total number of years of teaching experience- _____ years. (Excluding counseling)
5. Total number of years of non-teaching occupational experience (work for pay or profit--2000 hrs. = 1 yr.) _____ years.
6. Type of non-teaching occupational experience (be specific, break down. Examples: truck mechanic, grocery salesman, clerk, typist, etc.) _____

   _____
7. Number of years since your non-teaching experience?

   _____ years.
8. Credits received for internship in business or industry as a substitute for work experience. Yes _____ No _____
9. Do you hold a Colorado School Counselor Endorsement?

   a. Yes _____ b. No _____

   If yes, is it provisional? Yes _____ No _____
10. Date of Counselor Endorsement _____ State _____

    Authorized Institution _____
11. What was your undergraduate major? _____

    Minor? _____
12. Are you satisfied with your job functions as a counselor?

    Yes _____ No _____ Please rate your satisfaction on this scale. (Circle your rating)

    High 5 4 3 2 1 Low
13. Additional Comments: _____

    _____

Follow-up questions for the counselor.

1. Have you explained to your counselees what services they may expect and get from you? Yes_____ No_____
2. If your answer is yes how was it accomplished? _____
3. If your answer is no how could it be accomplished? _____
4. What service or function do you see as your strongest? _____
5. Explain why you answered No. 2 as you did (time, effort, etc.)
6. What could you do to be more help to the students? _____
7. How could this be accomplished (brochures, students handbook, group counseling, etc.) _____
8. Do the students have difficulty in arranging conferences with you during the school day? Yes_____ No_____
9. If your answer is yes what do you see as the cause? _____
10. If your answer is no how do you arrange these conferences? _____

11. Name five primary responsibilities or functions assigned to you.

_____

_____

12. What would you say that the school or you could do to make the counseling service more valuable to the students? _____

_____

_____

13. What do you think the student could do to better utilize the available services? _____

_____

_____

14. Do you see a function or job that you are doing as one that should be done by some other person? Yes_____ No_____

15. If your answer is yes, please explain and recommend who should do it. _____

_____

16. What guidance service or function not being used in your school would you like to see developed? _____

_____

_____

17. What guidance service or function now being provided do you think should be eliminated? _____

_____

_____

18. What counseling service do you feel has been the most helpful to the student? _____

_____

_____

19. What vocational career information have you provided for your counselors? _____

_____

20. Do you have a placement or job development service?

Yes_____ No_____

21. What job development or placement functions do you perform?

_____

_____

_____

23. Do you maintain a graduate follow-up record? Yes_____

No_____